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AIFEA PUBLICATION

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THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

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INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Editor : E. W. FRANKLIN

VOLUME IV DECEMBER, 1964 No. 1

Editorial

WITH THIS number we enter the IV year of this Journal. The quality of contributions have been farily good. It is hoped to improve them further. The Journal is slowly gaining recognition. Its future depends upon the active cooperation of schools and colleges in subscribing to it.

In this number is included the introduction to the 1965 WCOTP theme entitled "Equal Opportunity Through Education" by Dr. William G. Carr. This is a concise and admirable statement of the role and service of education in providing equal opportunity at all grades to all types of pupils. The statement clearly points out that true freedom can only be achieved through the provision of equality of opportunity. For us in this country the provision of educational opportunity as a stimulus to economic productivity is of paramount importance.

The article by Mr. V. S. Mathur pleads for treating educational service as a prestige profession. He has also made practical suggestion that retired persons, especially those who are qualified in engineering and technology, may be persuaded to render help by offering their services on voluntary basis on a small remuneration to schools in their localities. He has touched upon the controversial punitive measures introduced in Punjab to improve the effectiveness

of teachers. In an atmosphere surcharged with criticism from all directions the teacher cannot be expected to discharge his work properly.

"New Horizons in Teacher Education" deals with some of the suggestions of a practical nature which can improve the general and special education of teachers.

We also include in this number the presidential address by Shri B. R. Desai at the fifth Annual Conference of the Heads of Secondary Schools in Western Maharastra. This address deals with a number of problems which face secondary education. It contains the views of a practical worker in the field of education and they deserve careful consideration.

Kumari Lingajamani contributes a study of the "Leisure Time Reading" and offers some practical suggestions for promoting a liking for general reading among boys and girls of high school. A critical estimate of the "Eassy Type Examination" is given in the article by Mr. S. S. Mann.

THE KEYSTONE IN THE ARCH

By WILLIAM G. CARR

Introduction to the 1965 WCOTP Theme, "Equal Opportunity Through Education."

JOHN DEWEY, the most noted educational philosopher of my country, a writer who is often obscure and therefore often misunderstood, many years ago summarized our 1965 theme with unusual clarity in these words : "What the best and wisest parent wants for his own child, that must the community want for all of its children." John Dewey for once was simple and clear. The problem is as simple as that, and as difficult. What a tremendous evolution in social responsibility there is in this declaration. Even today it is grudgingly accepted, and seldom rigorously applied. I have no doubt that in our work on this theme in the national organisations and in the various committees we shall find that the lack of equal educational opportunity, the failure for the community to provide for all children what the best and wisest parent wants for his own child will still mar the educational picture.

The longing for a better education for one's own children has characterized human relations and human thought for centuries. In fact the provision of organized education began at first in individual families and then as a convenient arrangement among a few fortunate families who combined informally to employ tutors for their youth. Slowly, however, local communities began to assume a collective responsibility for the education of the young. Next, regional and even national systems of education began to develop. This was a slow business. In my own country this step of moving from the local community to the region occupied the better part of a century, and the process is not yet complete. One rock-ribbed conservative, a member of a state legislature in the United States many, many years ago, asked that these words be engraved on his tombstone : "Here lies an enemy of free public schools." This is how he wished to be remembered. And another legislator declared that it was as unjust to tax one man's wealth to educate another man's child as it would be to take one man's horse to plow another man's field. But

against all such opposition, however, the area of social responsibility has grown wider, stretching from the family, then to the intermediate community, then to the region, then to the states or provinces, and now in most countries, in some degree at least, to the entire nation.

I do not believe that this process has come to a halt. The youngest people in this room may live to see that the day when the principle of equal educational opportunity will be universally recognized so that the sound and constructive education of every young human being anywhere in the world is the admitted concern of every adult in the world. I say some of the youngest will live to see such a day, though most of us will not.

Most of the teachers believe that a comprehensive educational opportunity is an inalienable human right. To make this opportunity available, public schools are operated at public expense almost everywhere, and to make sure that the opportunity is not only available but also used, school attendance laws are enacted for certain prescribed ages. Then beyond the years of compulsory attendance there is opportunity in vocational and secondary schools, adult classes, colleges and universities, while extensive scholarship funds, both public and private, are needed to encourage and assist those who wish to secure additional education.

Meeting here in France we are the guests of a people whose ancestors conducted a great revolution against a harsh tyranny in order to proclaim the principles of liberty, fraternity and equlity. In the United States, the Declaration of independence asserts that all men are created equal and endowed by their Creator with certain inalienable rights.

Nor need these illustrations be limited to modern or relatively modern times. Pericles, speaking in honor of the Athenian soldiers who fell in the Peloponnesian War, said of his country : "Our form of government is called a democracy wherein there is not only an equality amongst all men in point of law for their private controversies, but in election to public office we consider neither class nor rank, each man being preferred according to his virtue, nor is anyone put back even through poverty." This ideal of Pericles, ringing out in constitutional and historical documents throughout the centuries in all parts of the world, is attainable only if men have access to education. Thus equality of opportunity rests in the first instance upon a moral imperative, the dignity

and worth of each man, a moral imperative recognized by all great religious leaders, by the Hebrew prophets, by Buddha and Confucius, and by the founders of Islam and of Christianity.

In fact, there remains very little debate about the principle of equal opportunity itself. The debate centers on how to obtain this ideal. Surely those of us who have responsibilities in connection with the educational systems of the world have a great power to make a significant contribution to that debate.

I have spoken so far of the moral basis for equality of opportunity. I must add that equality of opportunity for education also has an economic advantage and I predict that during the year when we work on this theme we will find that this economic advantage will arise often to attract our attention. Under some primitive economic system, education could be limited to a small class, selected, chosen perhaps by the accident of birth or of economic status. But in todays' world, with its demands for skilled and intelligent workers, such limitations on educational opportunity are not only, as I have pointed out, morally wrong, but they are economically impracticable.

The greatest stimulus to economic productivity that we know is educational opportunity, properly distributed among the population, where neither birth nor family prestige, nor race, nor creed, nor color, nor sex counts as much as informed intelligence and industry. If you wish a prosperous economy you must first of all provide equality of opportunity; the opportunity to work at a vocation in which productivity will be at a maximum often depends, nay, usually depends, on the level of educational opportunity. This is why it is prudent in most societies, as we shall find during the year, to provide scholarships and other means of support which permit attendance in school even if it defers the onset of productive work, and thus make work in the years of maturity far more valuable to society and to the individual.

Thus, effectively free equality of opportunity means that persons who need schooling would never be debarred from schooling by financial reasons. We shall find as we study this question, I predict, that a nation which provides free and equal educational opportunity will have more left to buy other goods and services after it has paid for such education than it would have if such education were denied.

But in addition to the moral and economic imperatives which I have mentioned, there are important political reasons for equality of opportunity in education. One of the atrocities which called forth the French Revolution was the "lettre de cachet." This was a secret royal order by which innocent men, without trial and without accusation, could be snatched from home and family, their property confiscated and themselves imprisoned or slain.

In a modern democracy where all adults have the right to vote and to vote in secret, every secret ballot that is cast in ignorance or cast in a kind of lettre de cachet that may mar the lives of countless men without trial and without accusation. Thus, without educational opportunity the democratic ballot is a license for every uninstructed man to do his worst. But on the other hand, votes placed in the ballot box with wise counsel by an instructed and informed electorate will strengthen the nation and its ideals.

Thus, every modern free nation has rightly turned to its schools as one of the great agencies for achieving its ideals and has rightly endeavored to develop a system of equal educational opportunity as a means of achieving political ideals.

Turning aside from this consideration of the moral, economic and political bases for our 1965 theme, I would before I conclude like to ask you to consider that educational opportunity assumes different forms at different times. We may be accustomed to think of equal opportunity in terms of those years in which attendance at school is required, either by law or by common custom. As a matter of fact, however, some of the most significant, some of the most important contributions of education towards equality will be found in those aspects of education that are provided and enjoyed during the mature years. Age requires equal opportunity no less than youth. We should think, as we study our 1965 theme, not merely of routine attendance upon school, though that is important, nor even in terms of attendance upon secondary education, but also that equality of opportunity includes the opportunity to develop a satisfying life and remain economically productive and politically self-respecting through adult education and a lifetime of learning.

We should remember also that equal opportunity does not mean identical education. I repeat, equal opportunity does

not mean identical education. In fact the two may actually be opposed. An attempt to provide precisely the same educational program for every child is doomed to failure by the fact of individual differences which enrich and diversify our human personality. But at its best education will remove all artificial barriers and will assist each person to amount to fully as much as his ability and character and industry will permit.

Every teacher of music would be most gratified if every child in his class could learn to appreciate at once and understand to the full the intricate harmonies of a symphony or an opera. Every teacher of literature would be pleased and astonished if all his pupils could read with instant pleasure and rich understanding the most difficult essays, poems, and plays. Every teacher of economics, no doubt, would rejoice if every one of his students could secure a complete understanding of the various theories of money and banking. Every teacher of the industrial arts would be delighted to find that every one of his students possessed superior dexterity of hand and eye. Every teacher of physical education would rejoice in a class made up of those who are very swift of foot and of great physical stamina.

But children do not arrive at the door of the schoolhouse in this condition or in any other uniform condition. The native and acquired abilities of those who appear at schoolroom door constitute not only the basis for their further progress but also the limitations on educational efforts and provide the necessity for a diversity of effort rather than an identity effort. And yet, no matter how difficult this process of education may be, each one for the moral and economic and political imperatives that I have cited must be educated to the best of our ability in the interest of a genuinely equal opportunity.

Schoolsm more than any other institution, prize and must prize every kind of worth, never giving inferiority or superiority to individuals because of their wealth, or their ancestry, because of their race or their sex, or other accidental circumstance. It is as great a denial of human dignity to thwart the development of those who have superior abilities as it is to withhold from the less gifted their full opportunity for equal growth. I think we shall find that the practical application of this policy will require very careful analysis and a continuous inventory of the abilities of all young

people. All excellence will be required and recognized and needed in schools of the future, whether it be in skilled workmanship, in social and civic leadership, in literary or artistic creativity, in scientific insight in technological ingenuity, in social sensitivity, in physical stamina, or (above all) in personal integrity.

In his first message to the Congress of the United States on the subject of education, the first of what we hoped might be a series of messages, the late President John F. Kennedy said in part : "Education," he said, "is the keystone in the arch of freedom." He continued, "The doors to the schoolhouse, to the library, to the college, lead to the richest treasures......to the power of knowledge...... to the training necessary for productive employment...... to the ideals which enrich life and to the self-disciplined understanding needed for good citizenship."

The keystone in the arch to which President Kennedy referred has not yet been securely placed in many countries in the arch of freedom. Nowhere, in fact, is the arch really solid and complete. No country can look back at its construction and say that it is perfect. And until the keystone is solidly in place, our entire arch of freedom is incomplete and unsteady. Lack of equal opportunity in education, wherever it exists, for whatever reason, for whatever thin excuse, endangers all the other aspects of human happiness. So I think our 1965 theme is one of the most challenging that WCOTP has ever attempted. It is concerned with placing the keystone in the arch of freedom.

* SOME PROBLEMS IN SECONDARY EDUCATION

By B. R. DESAI, *Principal, Smt. G. P. P. High School, Bombay*

As a worker in the educational field, I get acquainted with a few problems. I shall try to place these before you and occasionally venture to give my opinion.

1. Education Commission :-

The first thing that comes to my mind is the latest commission appointed by the Central Ministry of Education. Their report would be submitted before May 1966. Our mind goes back to the Sargent Report published about 20 years back and the Mudaliar Commission Report published in 1954. The latter is literary masterpiece and can be a perenniel source of enjoyment especially the chapters on 'Aims and Objectives', 'the Education of Character' and 'the Secondary School as we visualize it'. The former is more matter-of-fact. Same sceptics say, "why another commission when some of the recommendations of the Radhakrishnan and the Mudaliar Commissions are implemented only half-heartedly and some are not implemented at all ?", suggesting thereby that the Report of the new commission also will meet the same fate as its predecessors. It was with these sceptics in mind and Shri Chagla while addressing the Parliament's informal consulative committee meeting on September 22, 1964 said, "As soon as the recommendations of the commission are available to the Government active and effective steps would be taken to put them into practice and there should be no fear among the members that these recommendations would be pigeon-holed." It will be interesting to read along with this what the Mudaliar Commission said while presenting its report. It said, "the report which we are presenting, if approved, will be preliminary to action, and not, as reports have too often been in the past, an alternative to action." We should, however, welcome the appointment of the commission because, even if its recommendations may not be implemented, it would arouse new interest and stimulate fresh thinking.

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* Presidential Address at the Fifth Conference of Heads of Secondary School in Western Maharashtra.

2. *Planning in Education :*

I am sure that the new Commission will not only tell us what to do but also how to do it and in what stages to do it as the Sargent Report told us. Unless we have a complete picture of the whole edifice, we move in a haphazard way and create confusion. Our constitution in 1950 said that every endeavour should be made to provide within ten years free and compulsory education to all children up to the age of 14. It is only at the beginning of the third five-year plan that we thought of making it free and compulsory for the age group 6 to 11 in the first instance. The same absence of planning is witnessed in converting Secondary schools into Higher Secondary schools in the states where that pattern is introduced. There has hardly been a phased programme. Hardly any state has surveyed its educational needs during the next twenty years or so and as a result there is unplanned expansion of education. It seems as if those in authority are incapable of seeing, or are not inclined to see, beyond their nose. This is a dangerous state of affairs and is likely to land us in a chaos.

It will not be out of place if I mentioned here that year after year at our Conference we passed a resolution requesting the state Government to set up a School Building Finance Corporation as a long range policy to meet overcrowding in our school which is believed to be one of the alleged deterioration in standard of education and of indiscipline among pupils. For once our Government was persuaded to have a planned programme for construction of buildings for schools to meet the growing need of the state and it decided to set up a Finance Corporation for the purpose. The preliminaries were gone through but, we learnt, that the Government does not want to proceed with the scheme because of some difficulties. We are, perhaps, partly, responsible for this in as much as we opposed the scheme of deposits to be paid by schools—new and old. We did so without suggesting any other source of capital for the corporation. I, like some of my friends, have been all along feeling that we have done a positive disservice to the cause of education in out state. We have seen our state in the front rank in the sphere of education and we were proud of it. We have been witnessing it gradually going into the background and we feel helpless about it. How I wish that

the ship of education which has been drifting aimlessly gets a direction and sails towards the desired goal !

3. Organizational Pattern :

As a result of reorganization of states Vidarbha from the old Madhya Pradesh and Marathawada from the princely state of Hyderabad came to Maharashtra. They brought with them different patterns and so we have three different patterns in our state. Vidharbha has ten-year ordinary secondary and eleven-year higher secondary courses; Marathawada has eleven-year ordinary secondary and twelve-year higher secondary courses (these include the infant class); and the rest of our state has eleven-year ordinary secondary course and there is no higher secondary course. After considering the recommendation of the Mudaliar Commission the Central Advisory Board decided to have an eleven-year course i. e. 4 years of Primary, 3 years of Middle and 4 years of Higher Secondary schools. This was to be followed by a three-year degree course. This was done with a view to stepping up the standard of education. The then Bombay State did not accept that pattern as it was felt that standard could not reasonably be expected to improve if the period of education is reduced by one year. Our Federation agreed with the government but suggested that the pattern should be accepted and introduced in our state in order to fall in line with the rest of the country. Perhaps the government was wiser. Madras has reverted to fifteen-year course. And we hear and also read in papers that the Central Advisory Board thinks that there should be a twelve-year course to be followed by a three year degree course. It is highly desirable that there is only one pattern throughout India, much more so in a state. But the appointment of the commission will be additional excuse for inaction at least for two years. And after that a few years will be required to consider the recommendations of the commission. So, far at least five years '*status quo*' will be maintained. People who are critical of too many changes will have a sigh of relief.

4. Secondary Education the Back-bone

We often hear that Secondary Education is the weakest link in our educational system. If it is meant that work done

at that stage is not so good as that is done at the Primary stage or the Collegiate stage, then it is a myth and the earlier it is exploded the better. It is well known that ordinarily parents want to send their children reading in primary classes to Secondary schools to which these classes are attached although they have to pay fee. But these are laymen. What about the experts ? The experts know that there are smaller classes in Secondary Schools and the subjects are taught by teachers who are qualified in methodology, the education imparted there is better than that in colleges where there are classes with hundred and fifty students and where what is in the notes of the professors goes across to the notes the students without passing through the minds of either. It is because of this that they have thought of taking one year from the college and adding it to the school and making the latter a higher secondary school. So we have a pat on our back from experts as well as laymen. But if the phrase "weakest link" refers to the content and the organisation of Secondary education, there seems to be much truth in it.

5. *Secondary Education-University ridden* :

The duration, the curriculum, the syllabuses for secondary education are determined keeping in view that secondary education is only a preparatory stage for university education. We begin at the wrong end. We had a University Commission first and then a Secondary Education Commission and now we have an omnibus commission. Because we have English as the medium of instruction at the university stage, we say, that we should have higher standard of English in our secondary schools and therefore should have seven-year course in English. I won't wonder if we start saying that English should be the medium of instruction in secondary schools. We cannot afford to forget that besides being a preparatory stage for a few, it is and should be a terminal stage for a vast majority. In many other nations secondary education is the backbone of the entire educational system. It offers variety of courses that train pupils to face life with confidence at the end of these courses. We should set up job-oriented trade and professional courses in different areas, according to the needs of those areas, in order to prepare suitable apprentices for different professions. Unless these courses are set up and popularised the tremendous wastage of time, energy and money will continue and the frustration

among our pupils will grow. It is high time our state made serious efforts in this direction. This will solve two problems (i) unemployment of the educated and (ii) dearth of the skilled workers.

6. *Statutory Board of Secondary Education :*

Since independence educational problems have increased and as life becomes more and more complex these problems will inerease and will also become more complex. Obviously the Department of Education has not been able to and cannot meet the heavy demands of these problems. The Department, it is said, is under-staffed and over worked. Ordinarily it does not possess fresh outlook and even if it does it cannot easily come out of the rut because it has to be engrossed in routine work. It took four years for the Department to realize that Sanskrit can be introduced from standard VIII instead of from standard IX as it was decided that English should be introduced from standard V instead of from standard VIII. The Department took eight years after the re-organization of states to decide that Geography text-books needed revision and six years after the introduction of decimal coinage and measures to decide that Arithmetic text books should be revised. It is therefore imperative that an independent body should be set up as early as possible to attend to academic and other related matters. We were informed as early as 1961 that government had taken a decision for the establishment of a Statutory Board. There may be some difficulties in the implementation of the decision but these should be surmounted if the urgency of setting up such a board is realised.

7. *Standard of Education :*

A while ago I said that life is becoming more complex. Political, social and economic conditions in India have changed after independence and we have been trying to gear our education to the needs of our secular democratic republic. We have introduced physical education, craft, Social and Cultural activities in our curriculum and have added observance and celebrations of umpteen days and centenaries in our extra. curricular activities. To keep pace with modern knowledge we have increased the academic subjects in our curriculum and each subject has a packed syllabus. To say, therefore, that the standard of education has been deteriorating is to betray the ignorance of the new

objective that is before us. The present day pupil is much smarter, is better informed, has varied interests and is better prepared for life than his counterpart, say, twenty years ago. But if the yard-stick of standard of education is scholarship, I am afraid, we do not have much to boast of. After leaving no time and scope for the development of the mind by increasing academic subjects and co-curricular and extra-curricular activities, to expect scholarship is to cry for the moon. If we can succeed in imparting general knowledge to give our pupils in the secondary schools insight into the every day world in which they live together with activities that may help in developing their personality and shaping them into good citizens we should be more than satisfied. In order to achieve this we shall have to make a few changes in our system.

(*a*) *Physical Education* :

If in our system, we minimize the importance of physical education we shall do so at our own peril. The community as a whole should have a very sound health programme. In order that our youths can meet the challenges of the modern world they should have a good roughening in their school days. We cannot afford to be soft in this matter. We have to see that our future citizens will be able to preserve our integrity and our independence. We have activities such as Physical Training, Auxiliary Cadet Corps and National Discipline Scheme during school hours. It is learnt that there is a move afoot to amalgamate all these into one National Programme of Physical Education that would not only bring about development of physique and power of endurance but would also inculcate patriotism, discipline and courage into our pupils. Such a scheme will be welcome. And I hope schools will get facilities for implementing it.

(*b*) *Academic Subjects* :

Let us now turn to some academic problems—

(i) Although it is difficult to suggest what subject or subjects should be dropped from the curriculum, very many of us feel that there are too many subjects which serve us to stuff the minds of our pupils with information without bringing about their mental development and power of thinking. In the new curriculum for standards V to VII there are about eleven subjects in all. For the six academic

subjects (including English) twenty six periods (as against thirty three at present) are proposed to be allotted and nineteen periods for the other subjects viz. Community life, Craft, Music, Art and Physical Education. I leave it to you to think out what justice will be done to these academic subjects.

(ii) I do not know whether you would agree with me when I say that History of India should be a compulsory subject for S. S. C. Examination for every pupil whether he has elected Technical, Commerce or any other stream Knowledge of history of one's own country is so very important especially during the first few years of country's independence. It will help not only in inculcating sense of true patriotism in her people but also in shaping their attitude and in making them understand the proper values in life.

(iii) A word about place and teaching of English in our schools will not, I hope, be out of place. Much harm has been done by the oscillating or vacillating or hesitating policy in this regard. Let us see what the Integration Committee for Primary Education, that submitted its report in 1959, has to say. The principle that there is no place for English in the unit of seven years of primary education is sound but, as necessary education and administrative steps consequent on this have not been taken, a pupil can learn English on an optional basis for a few interim years. But the experiment of teaching of English from standard VIII should continue and efforts should be make it successful so that at the end of the interim period no difficulty would be experienced. So English was introduced as an optional subject from standard V and was also made optional in standards VIII to XI. It has created many problems for us and the solution of any one of them, creates yet another problem. In Western Maharashtra there are three possible streams as far as teaching of English is concerned : (1) beginning to learn English from standard V (2) beginning to learn English from standard VIII and (3) learning no English at all during the entire secondary stage. But we move on completely oblivions of the last two possibilities and efforts are being made to recognise only seven-years course. It is suggested that those who do not learn English in stds. V to VII should, after passing std. VII examination, complete English Readers I to III within a year before they are admitted to standard VIII. One of the arguments advanced for re-introduction of English

for standard V was that people in the rural areas want an opportunity of learning English. But after re-introduction of English from standard V, it seems, we forget all about it. Over 2000 schools i. e. about one-third of schools teaching standards V to VII have no provision of teaching English. And the pupils in these schools, if the suggestion referred to above is accepted, will have to spend one year more if they at all wish to join a secondary school. What a mockery of our concern for the people in the rural areas ! But as I said before we are drifting and no one knows when this drifting will end. In April last we read in a press note that the Central Government has appointed a committee with Principal Gokak as chairman. It said, "English will cease to be the medium of instruction at the university stage. The position of teaching of English at the Secondary stage therefore, will have to be considered." It is God's mecry that the knowledge that English will cease to be the medium of introduction at the university stage dawned upon the Central Education Ministry within such a short period of sixteen years after independence.

(iv) The introduction of diversified courses increases the importance of *counselling and guidance* to pupils. Leaving them to choose courses according to their whim or fancy results in a tremendous wastage of time, energy and money. Our nation can ill afford this wastage. We have, therefore, to give much greater attention to making a provision for this facility to our pupils and to training of officers for the purpose.

(v) An alarming wastage will also be noticed from the conclusions, that emerge from the random sample survey, regarding the place of *Primary School Certificate Examination* in our educational system.

(a) Out of 1058 pupils who passed standard VII examination in secondary schools and went to standard VIII 539 appeared for and 425 passed the S. S. C. Examination. This shows that about 51% sat for and 40% passed the S. S. C. Examination.

(b) Out of 1062 pupils who joined secondary schools after passing the P.S.C. Examination 531 i. e. 50% sat for and 377 i. e. 35% passed the S.S.C. Examination.

(c) Out of 1428 pupils who joined secondary schools on the strength of the 'fit certificate' from primary school

headmasters 524 i. e. 37% sat for and 320 i.e. 22% passed the S.S.C. Examination.

There are various ways of preventing this wastage. Improvement in teaching is one, stricter promotions in primary schools is another. There is also a suggestion that P.S.C. Examination should be made compulsory either for all or for only pupils in the primary schools. An additional public examination during the schooling of eleven years cannot be defended on purely educational considerations, I know. But at the same time, I feel, we cannot outright reject it as an unmixed evil. Shall we not wait and see what advice the adhoc committee tenders to the government ?

(*c*) *Religious and Moral Education*

After talking about body and mind, no apology is necessary for saying a few words about the soul of our pupils which ordinarily neither the pupils and their parents nor the schools care for. The Central Government appointed a committee with Shri Shri Prakash as the chairman to report on Religious and Moral instruction. Shall we use the word 'education' in place of 'instruction' ? Its report was submitted in 1959 and was published in 1960 and has been forgotten. It is because ours is a secular state and that we should be scared at the word 'religious' ? I agree that doing something by way of religious and moral education in our schools is a very delicate matter. But although we may not agree to all the recommendations of the committee I do not think there can be any difference of opinion regarding its recommendation that 'simple and interesting stories about the lives and teachings of prophets, saints and religious leaders should be included in the syllabus for language teaching at the primary stage and at the secondary stage the essential teachings of the great world religions should be studied as a part of the curriculum pertaining to social studies and history. Simple texts and stories concerning different religions may be included in the teaching of languages and general reading.' Standard literature for the purpose should be prepared carefully with a view to fostering *respect* (not tolerance) for different religions.

Shall we now take up a few problems of general and administrative nature ?

9. *Nationalization of Text-Books*

Good text books are a prerequisite for good education. Great care, therefore, has to be taken in preparing and sanctioning and prescribing text books. The Government of Maharashtra has, it seems, taken a decision to monopolize the preparation and the publication of text-books. Perhaps they might have felt that everything was not well in the matter of sanctioning them and also perhaps in selecting and prescribing them in different schools. In addition to this they received paper free for publishing text-books. And they desired to make cheap text-books available to pupils. The desire is, indeed, laudable. If our pupils get text-books which are cheap and also good it should be a matter of joy for us. But serious doubts are being entertained by many about such a possibility. It is said that this experiment has failed in other states and in some other countries where it was tried because it resulted in malpractices of different kinds. Even if it is granted that the initial failure in our state is not a pointer to the ultimate failure the decision of the government requires close examination. It is desirable that throughout the state there should be only one text-book for any particular subject ? Even a layman who has only a nodding acquaintance with education will say that it is not. Then shall we have more text-books than one ? Will the government get them prepared and consider them automatically sanctioned or will authors be invited to submit manuscripts and sanctioning machinery will again come into picture ? It is advisable that translated books should be placed in the hands of pupils of standards V, VI and VII when they are just beginning to learn the literary aspect of their mother tongue ? If the government text-books are really cheap and good why does the government hesitate in entering into competition with private publishers ? The fittest will survive. All these questions should be satisfactorily answered by our popular democratic government to justify their decision. And I am sure the government will come out and allay the fears that are enertained to-day that for a small gain in price the pupils and education will ultimately suffer and all the labour of the government would be wasted.

I be permitted to take note of the intention of the Cenral Ministry of education to get text-books prepared and translated into various regional languages for all the states with a view to achieving integration through education I do

not know what the reaction of the states would be perhaps the reaction of the states that believe in nationalization would be favourable ! I also do not know what truth there is in the remark that Shri Chagla got this brain wave after visiting Russia. I personally feel that government of India should get standard reference books prepared for social studies and science so far as the schools are concerned and leave text-books alone.

Whichever the agency prepares text-books it should always bear in mind that the imperceptibly inculcate a sense to true patriotism and national solidarity in our pupils.

11. The Teaching Personnel

Even good text-books, good organizational pattern, good curriculum, good syllabuses and good educational programmes will be of no avail if we do not have the right type of teachers. I shall be excused when I say that at present only a small minority of teachers are 'called' while the rest are just driven to the profession for want of anything better. This not only means that an average teacher is poor in quality but, what is worse, he is a frustrated and disappointed man. And what can be more dangerous than a bitter and cynical and psychologically ill-adjusted teacher who will miseducate and warp the young and growing minds of several thousand children during his service career of 30 to 35 years ? How long shall we suffer generation after generation being badly educated and thus loss ? It is imperative that this is stopped before it is too late. Without any further delay we should create conditions in which men and women of ability, initiative, drive, and imagination will be attracted to and *retained* in the teaching profession. We should guarantee to them salaries, conditions of service and other amenities that will enable them to do what is expected of them. If we can do this the profession will be in a position to *command* respect and the status that it rightly deserves. While referring to status I canot help quoting the words of Dr. Carr, Secretary General of the Teaching Profession. He says, "The higher the public respects for the schools, the better the status of the teachers. It is bad for teachers to be underpaid; it is even worse for education to be undervalued. The better the payment and security the better the status. The better the preparation any in-service education of teachers, the better the status. The greatest the skill of the teacher in the classroom, the

better the status. The more united the profession, the better the status of its members."

I do not know when that day will dawn or whether it will not dawn at all. I say this because my heart sinks within me when I think of our present miserable plight. A teacher might as well ask with Milton. 'Does God expect day labour, light denied ?' How can teachers be expected to do justice to their work when their minds are not worry-free ? They justly ask for a small increase in their Dearness Allowance to enable them to have two square meals a day for themselves and their family. The government has no money. Even smaller demands arising out of the fixation of salary of teachers and headmasters in 1959 have been kept in cold storage by the government officials although the Ministers of Education, who considered them just, gave instructions to look into the matter, and to make a report. Even these small mercies are denied. No wonder they become desperate. I hear people say that it is the *officials' government* and not the *Congress Government* that is in power. It is said the monarch of England rules but does not govern, the President of America governs but does not rule; but our government officials both rule and govern.

I referred to two square meals a day. It should not be forgotten that a teacher, like a soldier, marches on his stomach. I may be excused for mentioning the teacher in the same breath with the soldier. I have done so because I firmly believe that it will be a happy and glorious day for India when she will take as much care of her teachers as of her soldiers.

Inspite of all this we cannot afford to lose the sanity and the balance of our mind. On the contrary our policy should be to cooperate with all concerned and especially with the Government established by the will of the people. We may have our differences and quarrels with the Government or the managements but those should be treated as domestic. Right from the Minister for education to the smallest pupil we are family. So we should not believe in useless shouting of slogans and ugly demonstrations which are often aimed at maligning the Government rather than at promoting any interest of teachers. As far as it is within our power we should not allow our organizations to be used as political platforms. Our strength should lie in the justice of our cause, our strength should lie in the power of persuasion, our

strength should lie in wining over others to our point of view. Our helpful suggestions and healthy, friendly and constructive criticism are bound to have their desired effect.

12. Management of Schools :

I referred to the Managements of schools as part of the family. They have rendered yeoman's service to education—particularly secondary education in our state. And I am sure they will continue to do the splendid job if they are allowed to function with dignity and self-respect. Necessary checks nobody would mind as there are managements and managements. But we hear of the growing tendency of the Department to ride rough-shod as it considers the managements to be mere agents that run the aided schools with the government grant and fees or to be mere profiteers that run the unaided schools by charging higher fees. I hope that the Department does not have this false notion and that there is no truth in that they are overbearing and officious vis-a-vis the managements. But the latter have been feeling and perhaps rightly so, that the government has been thoughtlessly making inroads on their powers and functions although they are registered under the Societies Registration Act and the Public Trust Act. I hope the government would realize that it is wise and fruitful to encourage these private agencies because without their co-operation progress of education will be hampered.

13. Task Ahead :

Let us see what task lies ahead of us. In the matter of literacy we have still to go a very long way. The percentage of literacy in India is only 24 and Maharashtra with its 29·8 stands fourth among the states. (*Please see Table I*). If we look at achievements and targets we find that by the end of the Third Five-Year Plan we hope to cover under compulsory and free education scheme only 76·4% of pupils of the total population of the age group 6 to 11; and only 28·6% and 15·6% of the age group 11 to 14 and 14 to 17 respectively will receive education. (*Please see Table 2*). Not an encouraging picture. Unless some miracle happens most of us will not see all children of the age group 6 to 14 covered by compulsory and free education.

14. Finance :

This I say because the progress of education depends on what importance we attach to education and consequently

what we are prepared to spend. Out of the total outlay for Public Sector in the first three Five Year Plans only 7·8%, 5·6% and 7·5% respectively were allotted to education. It is proposed to allot 9% in the Fourth Five-Year Plan. (*Please see Table 3*). But when the time comes for pruning the first and heavy axe will fall on education—the Cinderella of the Planning Commission as it is described.

The expenditure on Secondary Education has gone up from Rs. 30·74 crores in 1950-51 to Rs. 110·24 crores in 1960-61. (*Please see Table 4*). And yet as we saw, we have only touched the fringe. What a huge amount of money will be required to liquidate illiteracy and provide compulsory and free education to the children of age group 6 to 14 and to make adequate provision for secondary education. As against this let us see what we spend on education. Bombay State was second to Kerala only in spending on education. From the Budget estimates of different states for 1963-64 we find that in spending on education our Maharashtra state stands fourth from the bottom i. e. eleventh from the top.

It is said that country is free just as much and just as long as its education enables it to be. In order, therefore, to consolidate our freedom, high priority should be given to education and money shall have to be found and spent usefully.

TABLE 1

PERCENTAGE OF LITERACY

	Persons	*Men*	*Women*
India	24·0	34·4	12 9
Kerala	46·8	55·0	38·9
Madras	31·4	44·5	18·2
Gujarat	30·5	41·1	19·1
Maharashtra	29·8	42·0	16·1

TABLE 2

ACHIEVEMENTS AND TARGETS

	1950-51	1955-56	1960-61 (estimated)	1965-66 (targets)
Number of pupils in classes I to V (in lakhs)	152	252	343	496
Percentage thereof to the total population of the age group 6-11	52·6	52·9	61·1	76·6

(*Continued Table 2*)

	1950-51	1955-56	1960-61	1965-66
Number of pupils in classes VI to VII (in lakhs)	31	43	63	98
Percentage thereof to the total population of the group 11 to 14	12·7	16·5	22·8	28·6
Number of pupils in classes IX to XI (in lakhs)	12	19	29	46
Percentage thereof to the total population of the age group 14 to 17	5·3	7·1	11·5	15·6

TABLE 3

OUTLAY ALLOTTED

Five Year Plans	Public Sector (in crores of Rs.)	Education (in crores of Rs.)	Percentage
First	1960	153	7·8%
Second	4600	256	5·6%
Third	7500	560	7·5%
Fourth	15600	1400	9·0%

TABLE 4

SECONDARY EDUCATION

Year	No. of Schools	No. of students on roll	No. of teachers	Expenditure (in crores of Rs.)
1950-51	20884	5232009	212000	30·74
1955-56	32568	8526509	338188	53·02
1960-61	66916	18026594	638417	110·24

WHITHER INDIAN EDUCATION

by V. S. MATHUR, *Principal, Teachers College, Patiala*

EDUCATION for a what ? is a question that is asked in every country at every stage of its national development. Different answers have been given at different times in different countries but there has been one common factor always that the schools and colleges have ever been charged with the task of producing 'patriotic citizens'. This becomes all the more important in a country like ours which is still passing through the birth pangs of freedom. When India was under the British rule it was because of a few patriotic people who made sacrifices, that today we are free. We often tend to forget that we also very much need the same qualities of patriotism for the development of freedom. Love for one's country should take even more vigorous shape when our neighbours have given ample evidence of their evil designs. Only a country, that is strong in its human resources can stand up against such a challenge.

It is an open fact that while we have been planning quite a systematic development of our natural resources and should be proud of our dams, industries and agriculture, there has been a rather haphazard planning in human development. While I do not refute the importance of economic, agricultural and industrial development, I also believe that unless the development of human element goes on side by side, we cannot achieve real progress. Our country is a land of wide space, multiplicity of languages and cultures and communities and unless a unifying movement is set afoot at once, national integration as a permanent feature may remain a dream. No doubt the way the Indian Nation stood up against the Chinese aggression as one man, is ample evidence of the existence of common bonds amongst our peoples. These bonds need to be strengthened and nourished on a permanent basis. Experienced has shown that education can be the most effective instrument to bring about this phenomenon. Every man, women and child of India has to be brought within the folds of good education.

It is, however, unfortunate, although very true, that so far we have paid only 'lip symathy' to education and we

have not given priority where it was due. Contrary to all architectural procedures we started building from the top. University and other higher education have been treated generously. The number of universities has gone up tremendously in every State and we hear every day of new Universities and colleges coming up with imposing buildings, staff and facilities. Secondary Education has also received substantial attention as a result of the recommendations of the Mudaliar Commission although no one even now seems to be sure of its correct shape. Elementary education, however, is still more or less a neglected chapter and an ordinary primary school presents a sorry picture in all respects. And I feel aghast at the situation when I realise that this is the only stage in education which will in due course cover the entire population of the country. The only serious measure taken in this field so far has been that many States have passed Compulsory Education Acts. The Central Government seems to be amply satisfied with its declared policy of having the Basic Pattern at the elementary stage.

Our educational system today presents the picture of a beautiful building dangling in the air having no foundations. There is no knowing when it may collapse. The elementary school, if I may say so, is the back-bone of a nation. I, therefore, make bold to suggest to our state Department of Education to take the lead in this matter and start immediate measures to put elementary education on sounder ground and healthier surroundings even if it means diverting some resources from other areas of education.

The basic system of education has been adopted at the elementary level. It is, however, strange as well as sad that experience has shown that things have not gone on well. I am one of those who believe, and I am sure there are many more in the country who will agree with me, that Basic Education has a sound philosophy based on very sound educational and psycological principles. Why it has not succeeded in practice should be a matter of concern to all educationists and I would therefore suggest that the Punjab State may be the first to appoint a strong committee to study the development of elementary education with special reference to Basic Education and suggest concrete measures for improvement in the school plan. In this connection I have always felt that it is a mistake to have schools having only classes from 1 to 5 and tag on classes 6, 7th and 8th with secondary schools. Education from class 1 to 8 in my

opinion, represents one single unit and the secondary school may have only classes 9th to 11th or 12th. By raising the stature of the present primary school we can divert better staff and facilities to this stage in education which should receive top priority in the field of planning.

It is also a patent fact that besides other factors that have brought down the level of education, the most potent one has been the low quality of teachers. If we analyse the causes low emoluments of teachers and a lack of prestige will come to the fore. While better scales of pay always help, I attach greater importance to the prestige aspect and I am sure that if the prestige of the lay teacher could be raised many more people who now go to other walks of life would come to education. It is indeed sad that while every body realises the importance of education no one wants his son to become a teacher. I have yet to meet a family who would willingly send a son to the teaching profession. Even teachers in universities, colleges and in schools always advise their good students to join administrative services. Many people would rather have their sons join commercial firms and sell tea, soap and cigarettes than join the education department and help in making a nation. I wish there were a rule which could empower the services commissions at the Centres and in the States to divert talent to the education profession. It is very shocking to see that while our schools and colleges suffer from a lack of good science and mathematics teachers first class M. A.'s and M.Sc.'s in the subjects rot in the police, civil supplies the excise departments or join commercial firms where anyone else could have carried on the job equally well. Unless we take the challenge of education as a national crisis and treat it on a national basis, I do not see much hope. Just as it is taken as an honour to join the fighting forces, it should be taken as a good way of service to the nation to join the army of teachers and educators. If my word could have any value, I would like to give a new slogan to the country 'Give at least one son to the army and one child to the teaching profession'. There should be a teacher in every family.

Another aspect that needs research and investigation is to analyse and fix criteria of requirements for the various professions. At the moment only high academic achievement seems to be the main requirement for all jobs alike. In the

police for instance physical qualities should weigh more than the academic. There should be some sort of job analysis by bodies like the Union and the State Public Service Commissions. The system of combined examinations for the various All India Services at the Centre cannot be justified on any ground academic or otherwise. In fact to select people for these services on the basis of academic achievement on the pattern of university examination has never appealed to me. Of course, it is the most convenient system. I have never understood how a person who secures high marks in sanskrit, mathematics or persian or even chemistry stands to be a better administrator or a policeman without reference to his natural aptitude and to the requirements of the particular job. If the subject competence is the main criteria then selection can easily be made on the basis of university results without wasting so much of resources, energy and time. Our present selection Boards and Commissions have just become another group of examination bodies like the universities. I am sure the best way would be to place people in the various services including education with reference to the job requirements and individual aptitude. As such the Services Commissions will have to have research wings attached to carry on job analysis and placement and when this happens 'education' as a profession will get its due share of the national talent. This naturally implies that educational services will be at par with other services in the matter of salaries, promotions etc.

There is another aspect which may help us substantially in meeting the present challenge of education. We are facing a lack of suitable teachers for science and technical subjects specially in high and higher secondary schools. I am sure there are lots of retired people qualified as teachers, engineers and technicians whe could help by offering their services to such schools in their localities on a voluntary basis. I wish there were a system that all good teachers and technical persons were employed as teachers after retirement and paid their pension plus the minimum of the grade. I think this should be enough incentive.

Even people in service could help. For instance in our higher secondary schools in Patiala help should be available from the large army of engineers in the Electricity Board and the P. W. D. The university and college professors who have

comparatively very light duties could teach for three, four periods per week in a nearby school and paid some special allowance per lesson. I am reminded of a suggestion made by Vinoba at the first National Seminar on Basic Education held in Mysore in 1957-58 and that after a certain stage (say 45 years of age) all professional people should become teachers. There is a lot of truth in this remark and I am sure we can think out ways and means of giving it a practical shape.

The newspapers have been giving a lot of unnecessary publicity to punitive measures recently introduced to improve the effectiveness of teachers. Every day we read of some teachers being punished or charge sheeted for poor results or for other faults like coming late etc. The general impression one gets is that the Indian teachers is the butt of all criticism and condemnation. In conferences and public meetings every one indulges in severe criticism of schools and teachers. 'Criticism' seems to be the only contribution of the society towards educational development. Talent is naturally scared away from the profession and even those who come in pass their days in mental distress and economic frustration. They are always trying to get out. Other reasons apart, how can we expect good work in such an atmosphere. It is every teacher's right to have a peaceful, healthy and comfortable environment for work. He has to be trusted and not treated as a 'suspect'. Teaching has to be made a *Prestige profession* in all respects. And unless society can give this status to teachers, it is idle to talk of good education. There is nothing wrong with our syllabi, text books and methods of teaching. Educational luxuries like guidance, evaluation and text-book reform cannot deliver the goods. The real edifice of good education can only be built on the fruitful endeavours of a happy, satisfied and contented teacher. The press can play a leading role by witholding all adverse criticism of teachers and their work and by giving publicity to the finer aspects of education and educational workers.

To the teachers themselves I can do no better that to repeat the beautiful words of Henry Von Dyke :

'And what is teaching ? Ah, there you have the worst paid and the best rewarded of all vocations. Dare not to enter it unless you love it. For the vast majority of men and

women it has no promise of wealth or fame, but they to whom it is dear for its own sake, are among the nobility of mankind. I sing the praise of the unknown reacher, king of himself and leader of mankind."

NEW HORIZONS IN TEACHER EDUCATION

by S. S. DIKSHIT, *Professor Govt. P.G.B.T., College, Chhatarpur, (M. P.)*

AMONG THE various problems of education to which the educational thinkers and administratos have paid more and more attention during the present century, the problem of teacher education is by far the most vital one. In the beginning, of course, the problem was only a quantitative one, that is a problem of numbers–pure and simple. For, with the adoption at first of the principle of free, compulsory and universal elementary education and later of the principle of secondary education for all— both being a natural concomitant of the democratic ideology of the modern age— the sole concern of educational administrators was to secure an adequate supply of teachers, so that the expansion of education may not be held up for a sufficient number of trained teaching personnel.

Though the solution of the quantitative aspect of the problem still defies solution owing to an ever increasing number of schools and mounting enrolment, yet in recent years a new aspect of the problem has also come into increasing prominence, that is, the qualitative aspect. Educationists all over the world have started realising that only securing enough teachers will not do, that what is equally important is securing the right type of teachers, for, it is believed, unless such teachers will not do, that what is equally important is securing the right type of teachers, for, it is believed, unless such teachers are found, the schools cannot deliver the goods that are expected of them. Prof. Kandle, for example, remarks in the 'History of Secondary Education', "Fundamentally, however, the success of secondary education, as of any other education, does not depend either on the definition of aims, statement of objectives, or discussion of subject values, but on the academic and professional preparation of the teachers." In our own country, the Secondary Education Commission, in its Report (1963). observes", ...the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational training his professional training and the place he occupies in the school as well as in the community."

Due to this increasing stress on the qualitative aspect of teacher education, a lot of fresh thinking, of a constructive nature, has been going on in this field during the past few decades. This has naturally resulted in the emergence of new horizons in the firmament of teacher education, representing new concepts, new ideology, and new trends. Understanding of these new horizons is bound to be of great professional interest to the teachers in general and the teacher educators in particular.

Broader Aims

The most outstanding development in the field of teacher education since the turn of the century is the emergence of broader aims, which have brought in their wake remarkable changes in the scope and programme of work followed in training colleges. In the 19th century, the aim of teachers' training was grievously narrow, confined as it was to the mere imparting of such rudiments of professional knowledge and skills to the intending teacher as was enough to give him a certain measure of proficiency in his class-room performance. Even this professional aim was conceived in a restricted sense, for its purpose was only to make the prospective teacher an adept in the use of certain popular 'tricks of the trade'; these 'tricks' could of course, produce striking results, so far as superficial learning on the part of students was concerned but they were devoid of any depth or psychological foundation.

Such a narrow and restricted view of the aim of teachers' training could, however, remain in vogue only so long as the concept of education itself was narrow confined to instruction in the 3 R's plus a few 'extras' like Drawing, Singing and Physical Training. With the edvent of a broader concept of education, from the early years of the 20th century, including within its fold the total personality of the educand and aming at his all-round development-physical, intellectual, moral and spiritual, the functions and responsibilities of a teacher have increased manifold. Besides teaching effectively in the class-room, he is now also expected to participate in many school-activities, share in the formulation of administrative policy, contribute to the improvement of curriculum and enrich the community life of the school.

Such a broadened concept of a teacher's work and responsibility has naturally exercised a profound influence on

the aims and ideology of training colleges. The substitution of the word 'education' for 'training' in progressive countries like the U. S A., in connection with the preparation of teachers, is implicitly indicative of this influence. Prof. Jacks, in his thought-provoking book, 'Total Education', cogently remarks, "The era of training of teachers is past. Our business is with the education of the educator." This positively means that the training colleges have now to follow broader aims and have to be inspired by a higher and more comprehensive ideology. They have to come out of their old cramped shell of professionalism, and have to cover wider fields. They have not only to conceive of this professional aim in a wider sense, including child-study and ability to apply principles to concrete teaching-learning situations, but have also to make the student-teacher a 'full man' having a mature, fully developed, well-rounded and many sided personality. In other words, they have to lay more emphasis on the development of a proper type of personality rather than merely on imparting a certain amount of professional 'know-how'. This shift in emphasis from professional knowledge and skill to the development of personality emanates from the fast growing conviction among the educationists that "if the training colleges can produce the right type of human being, the right type of teacher will follow in normal course". This is undoubtedly a more judicious approach to the problem of securing the right type of teachers, for it takes that fundamental factor—the personality of the teacher—as it starting point which alone can ensure sure success to a prospective teacher.

Multi-Dimensional Curriculum

The traditional curriculum of training colleges has felt the impact of the above broadned concept of teacher education to a great measure, with the result that a trend towards the adoption of a multi-dimensional curriculum has been set into motion. The old controversy over the relative claims of liberal education, specialisation and professional studies in a course of teacher preparation has been resolved by merging all of them into the said type of curriculum, which seeks to give due place to each one of them in the total programme of teacher education.

The new multi-dimensional curriculum of the teachers training colleges is so designed as to cover the following three broad areas :—

(1) General Education: this purports to impart a broad liberal education to the intending teacher which has a cultural value for all professions.

(2) Specialised Education: this is meant to give to the student-teacher a mastery of the subject matter (content) which he is to teach.

(3) Professional Education: this constitutes the professional part of the curriculum dealing with the various aspects of pedagogy.

Attempt is made to integrate these three broad areas of education and training into a synthetic whole to produce the right type of personality. Such an integrated approach has many advantages. Besides giving to the intending teacher the necessary professional competence, it on the one hand, provides him with that broad general education which every cultured person, to whatever profession he might belong, most possess, and offers him an opportunity to specialize in the teaching of a particular subject, like mathematics, language, science, crafts etc., for which he might have an special aptitude, on the other.

Longer Duration

To put the above-mentioned multi-dimensional curriculum into practice, there has been of late a growing demand from teacher-educators to increase the duration for which the student teachers have to remain in the training college before being certified as qualified teachers. In the U.S.A., therefore, the four-year pattern is becoming increasingly popular, whereas in the U.K , on the recommendation of the McNair Report (1944), a three-year pattern has been widely accepted, though this too is now regarded as a mere stage on the journey to a four years' course.

The demand for a longer duration of preparation at the training college does not, however, affect materially the total period spent by intending teachers previously in two different sets of institutions, i. e., colleges of liberal education and teachers' training institutions. This is because under the new scheme of four years' integrated course, as followed in the Teachers Colleges of the U. S. A., the entrance requirement is only a complete course of secondary education. The time formerly spent in colleges of liberal or general education is thus saved and utilized in the Teachers Colleges.

The longer duration of the course is considered to be desirable for, besides permitting a close integration of the teachers' general and specialized education with his professional training, it enables the training colleges to plan the execution of the practical aspects of the course, like observation of teaching, child-study, community experience, student-teaching etc., in a more flexible way by spreading it over a longer period of time. Further, it also gives to the teacher educators greater facility in preparing and implementing a systematic programme of guidance and counselling, with a view to encouraging and helping the student teachers to follow a course for which they are suited by virtue of their inherent potentialities.

Individualized Preparation

Closely allied with the emphasis on 'personality development, is the growing trend towards individualized preparation of the trainees in teachers training colleges. Gone are the days when a trainee was treated merely as a cog in the training college automation, with no opportunity to choose a course or subject according to his own abilities and aptitude. As Mr. C A. Richardson puts it in his treatise, 'The Training of Teachers in England', "the student is not regarded as one who by hook or crook must somehow be got through a final examination...............; he is regarded as a human being to be studied and understood sympathetically, so that whatever potentialities he may have, even if comparatively humble in some respects, may be developed to the fullest possible extent."

Such a changed view of the 'trainee' as an individual has naturally given rise to the necessity of devising the courses and programmes of the training colleges on diversified lines. The ball has already been set rolling in the U.S.A., where they now try to provide what they figuratively call the " tailor made programme " to the student teachers in the Teachers Colleges; and the trend in other progressive countries is to follow suit.

As a natural corollary to the above trend, guidance and counselling programmes are fast becoming a part and parcel of the total work of training colleges. In the Teachers Colleges of the U. S. A., for instance, it has now almost become an established practice to provide such guidance and counselling to the students as would help them to choose the right courses and subjects for themselves particularly those pertaining to special methods and internship teaching.

Progressive Methods

Teaching and evaluation methods followed in the teachers training colleges have also been undergoing radical changes during the past few years. The use of the old stereotyped lecture method is being minimized and new progressive methods are being increasingly used There is a marked trend, therefore, to make the maximum use of such informal methods as discussion tutorials, seminars, work-shops and projects. Also attempt is being made to provide first hand educational experiences to the trainees by arranging for them visits to places and institutions of educational value. On the practice-teaching side, greater independence of action is allowed and opportunity to experiment with new methods and devices is given, so that the gulf between theory and practice may be bridged and thus the training may become more realistic in nature. Lastly, the student teachers are encouraged, as far as possible, to cover a wider area of theoretical knowledge through their own independent study and library work.

As regards evaluation, the trend is to do away with one single hit-or-miss type of final external examination as the criteria for certification. Instead, attempt is made to evaluate the progress of a trainee on the basis of his work during the whole period of training; and to make this sort of internal evaluation reliable, continuous and cumulative records of the student teachers' work are maintained by the staff-members in their respective subjects or spheres of activity. The practice has already started in certain countries, like the U. S. A., to declare the results of student teachers exclusively on the basis of these records, along with their performance in periodical tests, on an institutional level.

Community Life

Personal education and professional training of student-teachers in the training colleges apart, the feeling has been growing for the past few years that, during the whole period of their preparation, deliberate efforts should be made to provide them with first-hand experiences of community life. This is now considered to be a vital function of training colleges, so that they may be able to produce the right type of teachers, that is, teachers whose work will not be confined to the class-room only but will include within its fold wider social objectives. The trend, therefore, is towards conceiving

a training college not merely as a professional institution but as "a community of people, living in creative fellowship and interested in each others' activities and concerns, yet preserving and encouraging individual freedom and responsibility, providing and using opportunities of growing together."

This is undoubtedly a new conception of a training college, for it lays emphasis on corporate life and community experience on the part of student teachers during the whole period of their preparation and training. And it is with this end in view that more and more stress is being laid in training colleges of the organisation of a wide variety of co-curricular activities and residential system of training. A residential type of training college is considered to be definitely better from this point of view, for this gives to the teacher educators some facility in organising the life and work in the institution on a community patterns. The student teachers, while living on the college premises, are expected to manage their own hostels, to take turns in the various kinds of work connected with the kitchen and the dining room, to be responsible for the general cleanliness of the institution, to organise and participate in the various co-curricular activities more effectively—all this provides them with ample opportunity to work in unision, lends to the institution a corporate tone and gives to the student teachers first hand experiences of community life and living.

Dynamic Approach

Progressive thought in the field of teacher education today is essentially dynamic, for it conceives of the work of teachers' training and preparation as a continuous affair, and not as something which is confined to the period spent in a training institution. The belief has been fast growing that a programme of training, however well-devised and perfect it might be, can never hope to produce fally finished products, and hence the education of a teacher should continue even after he has left the training college and entered the teaching profession as a regular teacher.

This sort of continued in–service is now considered to be an essential and integral part of an effective and dynamic programme of teacher education, for, without it, there is likelihood of trained teachers falling into the rut of

stereotyped methods and losing their contact with new developments in the field of pedagogy.

In view of such a dynamic concept of teacher education, there is a marked trend towards an increase in the responsibilities of the teachers training institutions, so far as their area of operation is concerned. They are no longer supposed to confine their work and activities within the four walls of the college-building; instead, it is considered to be a matter of vital importance that they should extend their area of work of actual field, i.e., the schools. Extension services are, therefore, rapidly becoming a part and parcel of teachers' training colleges in all the progressive countries of the world. In our country, the Secondary Education Commission has recommended in no uncertain words that training colleges should accept the responsibility for assisting in the in-service phase of teacher education, and, for this, they should organize such programmes as (1) Refresher Courses, (2) Seminars, (3) Workshops, (4) Conferences, (5) Short intensive courses in special subjects, and the like, for teachers who are already in service.

This growing emphasis on in-service education is undoubtedly a significant step in the field of teachers education, for it promises to bring the training colleges into close and living contact with the schools. Such a contact, it is rightly hoped, will be advantageous both to the training colleges and the schools, for it will, on the one hand enable the training colleges to make their plan and programme of work more realistic by relating these to the needs of the schools, and will improve the efficiency and quality of work done in the schools, on the other.

Conclusion

The above are some of the major trends in the field of teacher education. Work on these new lines has already been started in most of the progressive nations of the world. Happily, in our country too the work of reorientating teacher education on these pregressive lines has been taken up in right earnest. The conversion of old traditional secondary training institutions into Post-Graduate Basic Training Colleges and, more recently, the establishment of four Regional Colleges of Education in the country are steps in the right direction, so far as reconstruction and improvement of teacher education are concerned.

ESSAY TYPE EXAMINATION

By S. S. MANN, *Govt. Girls Higher Secondary School, Kairon (Amritsar)*

CONVENTIONALLY a measuring rod has a uniform unit of measurement throughout its length and a reference point with respect to which the traits are measured as in the case of a meter-rod or a thermometer. Measurement by these instruments can be added, subtracted, multiplied and divided. Moreover all the arithmetical laws and rules are applicable to the numerical data obtained by these instruments. On the other hand mental traits or abilities are only measured through indirect processes. It is the change in the mental characteristics which take place by acquiring an ability which we measure. For centuries written examinations were most essential items of the evaluation system and these are so deeply engraved in the minds of teachers and educators that they never think of any other alternative.

It is an established fact that the examination system is a potent actor in the schools and colleges. The methods of instructions, ways of learning etc. are all influenced by the examination system. The effectiveness of the whole plan of education is determined through numerical data which is considered as an indicator of student's progress. It has been established experimentally that the ordinary examination as it exists has poor validity, reliability and practicability.

Low validity of essay examination as a measuring Rod :

The essay examination in a subject does not test only knowledge, skill and application but also in addition to them, it tests expression, sentence construction and hand-writing. In an answer for an example to a question of history or geography, the above factors influence the rating. Ruch has produced evidence to show that essay examination called forth less than half the knowledge of the average pupil actually possessed by him on a subject as determined by the objective tests and requires twice the time to do it. The essay

examination over-rates the expression and writing power and under rates the knowledge and its application which are the actual contents of a subject.

Low reliability of essay examination as a measuring rod :

The reliability of essay examination is essentially low. The same rater does not agree next time on the values he has assigned previously. The other factors, which lower down the reliability of essay examination are the physical and mental conditions of the person marking papers; they tend to condition the marks assigned on a paper by a certain examiner at a particular time. It is a general feeling that "the passing or failing of about 40 percent depends not on what the examinees know or do not know but on who reads the papers" and that "The passing or failing of about 10 percent depends on when the papers are read." It is generally felt that an answer actually deserves C grade, will be put in D if preceded by a paper of grade A and in B if a paper preceding is slightly inferior but belongs to the same grade. In Columbia University, the results on reliability of examiners were studied "In English, examiners were found to reverse their judgements completely when asked to mark the same papers, which they had scored a year before." Thus the time at which the papers are scored or graded has got an influencing role to play.

What has been said above is only due to ill methodical scoring and unthoughtful paper setting. (If some precautions are taken in setting question papers and also they happen to represent a wider area of syllabus and while scoring some improved techniques are adopted, then under the favourable conditions the reliability of scoring as well as that of examination will improve.) One study by Cockran and C. Weidmann reports that average correlation coefficient between first and second scoring of an essay test in history by three experienced scorers was ·98. In another study M. Stalnaker reports that median co-efficient obtained between two independent readings of certain college examination was ·97. All co-efficient of correlation were above ·90 with the exception of English which was ·84. These correlations were obtained under the conditions when the questions were clearly worded as far it was possible.

It should be noted that whatever results have been quoted here, they represent the reliabilities of marking examination

papers rather than the examination itself. A few studies have been reported in which two forms of essay examination were administered on the same pupils and answers were marked by experienced examiners. Mc. Gregor and Ruck used the same procedure in studying VIII grade examination in 16 subjects on 952 pupils in eleven states. Each paper in the two sets of examination was marked independently by two experienced teachers. The study made it possible to compare the reliability of the examination with the reliability of marking the examination papers. The agreement of the same papers is represented by an average correlation of ·62, while the agreement of the two sets of examinations marked by the same teacher is represented by an average correlation of only ·43. In another study Gordon, a student of Ruch, reports that an average agreement of independent marking was only ·42. A study conducted at Chicago University showed that two independent sets of marks, assigned by two experienced readers of essay examination agreed to the extent of ·944 on form A and ·845 on Form B, but that the correlation between Form A and Form B was only ·62. All these studies seem to agree on an important point that the reliability of marking the essay examination is higher than the reliability of examination itself.

Low Usuability :

In addition to the above defects, the essay examinations has low practicability. The time and money consumed on essay examination are too much whereas the use of essay examination is meagre. The essay examinations can never help in improving the methods of teaching because they are not in a position to help the teachers to diagnose the weaknesses of the methods of teaching. Scores on a subject can not be compared with the scores on another subject, because the units of measurement are not the same. For example, one cannot say that the difference between 6 and 7 marks represents the same quality of ability as the difference between 95 and 96 represents. Again it cannot be said that a student who had scored 96 marks was six time abler and more competent than a student who had scored only 16 marks on that test. In other words, the scores on essay examination cannot be used in comparing abilities of students on different subjects or even in the same subject. Further, the essay

examination does not help in measuring the progress of teacher's work scientifically. Moreover they do not measure the same objective of education with such reliability and validity as objective tests, do. Therefore such huge expenditure of money and time on the essay examination whereas returns are so poor; is not much justified.

To say that essay examinations are purely invalid and unreliable is incorrect. Educators have been using them for over a long period and their long standing is itself a proof of their worth. They definitely have some functions to do which cannot be done by any other device. In many experiments it has been proved that after taking necessary precautions in setting the question paper, scoring and administration, the reliability of essay examination can be matched with that of objective tests. The usuability of it is that some times the question paper is easier to construct and administer than the objective tests. It takes very little or no time telling the students how to take it, thus reducing chances of misunderstanding the instructions.

In order to justify the reliability of essay examination we do not unfortunately have many experimental data to show its superiority on objective tests. One study by Weidmann indicates that about 30 or 40 percent of mental functions measured by improved essay tests are not measured by objective type tests covering the same area. Moreover there is an opportunity for measuring integrated knowledge of the child. Essay examination calls for higher mental abilities such as comparison, interpretation of facts, criticism, synthesis and analysis. Dr. Heidgerken remarks "Some of the mental processes which can be exercised and evaluated by means of the essay tests are functional knowledge, the ability to organize, summarise, contrast, compare, evaluate and analyse critically."

The essay type examination encourages composition and this helps to stimulate imagination, association and individuality. Composition gives a clue to the personality of the child which is not otherwise assessed through new tests. Again essay type examination are valuable in testing understanding. Some of the experiments have shown that students use more desirable study techniques when studying for essay type examination than in studying for objective tests. This type of examination affords the pupil an opportunity for free organization of ideas. The child expresses himself well in his writing. He puts all his ideas in a coherent and organised

way to the examiner as there is no limit to expression except the command over vocabulary and speed in writing. In short, essay type examination affords an excellent opportunity for measuring certain traits which objective tests do not reveal, such as, judgement, originality, imagination, association of ideas etc.

A STUDY OF LEISURE TIME READING INTERESTS IN HIGH SCHOOLS OF MYSORE CITY

by A. LINGAJAMANI, *Lecturer, Regional College of Education, Mysore.*

THE IMPORTANCE of extensive reading is recognised as a " Pleasure-giving, intellectual recreation " by all the educationists. It is one of the quickest and the most effective means of raising the cultural level of a country. Unless pupils are properly motivated, unless they have easy access to books and literature which suit their tastes and interests the extensive reading becomes meaningless and boring.

To cultivate reading habits among our pupils is not only for personal enjoyment and enrichment of knowledge but also to enable them to fulfil their role as intelligent citizens of a democratic country. No systematic investigation has been made so far based on the reading interests of children, their abilities and aptitudes in this field.

Books are the chief means of obtaining information. When once the ability to read with ease has been acquired it persists throughout life. So reading is an unfailing source of pleasure and recreation. As Dr. West puts it—"We have to cultivate in our pupils the faculty of tearing the heart of books, of getting quickly at the facts of thoughts as some books are to be tasted, others to be swallowed and some are to be chewed and digested."

Source of Data :—

150 boys and 150 girls drawn from classes of VIII and IX in the four local High Schools, their teachers and school librarians.

Purpose :—

The investigator has sought answers to the following specific questions.

1. The range of leisure-time reading interests of boys and girls roughly within the age range of 10+ to 14+.
2. The differences noticeable in the reading preferences of boys and girls of these ages.
3. The sources of obtaining books for their reading.

4. Factors which influenced the selection of books for their reading.
5. Whether guidence was given by their parents and teachers.

Method :—

The main data have been collected through a questionnaire, distributed to the boys and girls of the high school classes.

The questionnaire was particularly framed with the object of eliciting information about the pupils' leisure-time reading interests during the past 3 months only becauses they could not be expected to remember the details of books read by them long back.

In order to get support for this investigation, the attitude of teachers and librarians towards pupils reading was also investigated.

The data collected was tabulated to discover the general trends.

Interpretations and Findings :—

The leisure-time reading interests seem to be more or less at a high pitch during this period. Although the range of reading is extensive, the types of books read are not based on careful selection. Reading seems to be mainly for recreation.

But the group as a whole under investigation read at least 5 books during the course of 3 months. This indicates a fairly good state of affairs considering the position of the libraries in schools.

Marked differences in reading preferences of boys and girls are noticeable. The boys are generally interested in detective, adventure and scientific books and have particular interest in the sports columns of the news-papers and magazines whereas girls prefer fiction, women's magazines and evince keener interest for poetry and stories of home life.

When the volume of reading is examined, girls show a little superiority to boys when compared with the average of 5·45 for boys and 5·76 for girls.

Recent trends in the reading interests of pupils are very similar to those reported by western investigators, which leads to the conclusion that trends such as intense interest

in tales of adventure, detective and mystery stories, comics, sport news, poetry and drama are more or less universal for boys and girls within this age group.

The school library, children's library and friends formed the main sources of the reading material. Boys have sought books from public library and book shops also whereas girls seek them from their friends' library. Very few students reported having read books recommended by their teachers. The reason being is that the number of copies available in the school libraries are very limited. The other reason is, in some schools the teachers themselves act as librarians along with their teaching work. These facts were supported by the teachers' statement that they offer guidance to a limited percentage of students about their leisure time reading as the strength of the school is rather unwieldy.

Pupils of the upper middle and aristocratic classes have enlisted as regular members of the childrens' library sponsored by the Rotary Club of the Mysore City. Here the children are provided recreational activities clubbed with the library service. They evince greater interest in selecting books according to their tastes and standards.

The leisure time reading interests are very much increased by various factors, such as cinema, radio, and class-room instructions.

As pupils grow older, the amount of reading also increases according to the different age levels. Hence on the whole there is enough proof to show that leisure time reading interests of pupils seem to increase as they grow older. Further this investigation has also revealed that girls at different age levels do slightly better reading than boys of the same age levels.

Suggestions :—

1. The state, the home and the school are the three institutions which influence children. These three can be utilised as instruments to promote extensive reading among pupils.

2. The state can help by establishing libraries, by encouraging those who are gifted to write children's books, by encouraging researchers, arranging book exhibitions and book-weeks utilising radio services, formation of mobile libraries and centralised libraries.

3. There is a need for effective library service in our schools. The use of the library depends on selection of books. It is the duty of every teacher to keep a watchful eye over the pupils' reading. He or she has to and ought to guide the pupils when they are at books and discover their tastes and ideals by directing them to appropriate books. Thus it can be seen that proper adjustment of reading materials to a pupil's capacity is of profound importance.

4. Library service in the schools should be made very effective and a most attractive place so that it can be within the reach of every individual pupil. The success of the library depends on the proper selection of books, journals and periodicals.

5. Every institution should have a trained librarian to assist the pupils while selecting the books.

6. The time table should be framed in such a way that at least 2 periods in a week should be allotted for collateral reading.

7. The library should invariably be attached to the reading room.

8. The library room should have proper ventilation and lighting arrangements.

9. Such of the schools which do not have trained librarians, a teacher-librarian may be appointed with less of teaching load.

10. The ways in which home can help is to encourage children to become members of the children's library, children's book council, circulating libraries by enlisting themselves as members.

NOTES AND NEWS

UNESCO NESSIM HABIF PRIZES FOR OUTSTANDING SCHOOL TEXTBOOKS PUBLISHED IN DEVELOPING COUNTRIES

THE NESSIM Habif Fund which has been established in accordance with the provisions of a bequest made to Unesco by the late Mr. Nessim Habif will be used for awards for purposes corresponding to the aims of Unesco. It has been decided to utilise this award for encouragement of the production of good text books which will contribute to educational progress and to social and cultural development. The purpose of the prizes is to encourage production of good textbooks which are objective, balanced, up to date in content and pedagogically sound in presentation. The awards which comprise a prize of the value of US $ 1,000 and one or more supplementary prizes will be made in successive years to *authors of textbooks published in Asia, Africa, Arab States and Latin America.*

2. The first award of prizes will take place in the first half of 1965 for outstanding school textbooks published in Asia. Countries invited to participate are Afghanistan, Burma, Cambodia, Ceylon, China, India, Indonesia, Iran, Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Thailand and Viet Nam.

3. There will be no limitation of eligibility based on sex, race, colour, religion, nationality, or place of domicile. The term "author" will be deemed to include an individual author or a team of two or more joint authors, whether working privately or as members of the staff of a Government agency for the production of textbooks, and may include a unit, such as a Textbook Bureau, which has collectively written a textbook. Artists may be deemed to be a member of the team where illustrations from a substantial part of the educational content of the book.

4. To be eligible, textbooks must conform to the following conditions :

(a) They must have been written for the use in one of the countries listed above, and publishing house duly

registered as such and operating is one of the countries.

(b) The award will be restricted to textboooks which were published in the 4-year period from 1 January 1960 to 31 December 1963 and which will not be withdrawn from actual use in schools before the end of 1965.

(c) The textbooks should be in the fields of *history, geography, civics or social studies and intended for use in the secondary schools, general, technical, vocational or teacher-training* for young people between the ages of approximately 12 and 18. Books intended for upper classes of primary schoools for children within the above range may also be considered, but not college textbooks.

(d) The textbooks must be original works and the date of their first publication must fall within the above-stated period. For quoted materials, all necessary copyright clearance must have been obtained. No reprints or revised editions of books first published before the beginning of this period will be considered.

(e) There is no restriction as to the language in which the books are written. However, if the language of the textbook is neither English nor French, there must be a translation into English of a chapter or chapters of about 6,000 words in length.

Prizes may be awarded either to a single textbook or to several textbooks which constitute a series.

5. In determining the award, the criteria of judgement will be in respect of subject matter, accuracy of facts and their conformity with modern knowledge; countribution to basic objectives of the educational system of the country; conformity with the objectives of Articles 26 of the Universal Declaration of Human Rights which directs 'Education shall promote understanding, tolerance and friendship among the nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace;' and contribution to the understanding of the national culture in the context of interdependence and of appreciation of other cultures.

As regards presentation, the following points would be taken into consideration, viz.

(i) gradation of contents according to the relevent age and stage of development of the children;

(ii) choice of language and style, which should be readable, in keeping with the relevant range of child vocabulary;

(iii) in the case of a series of books, suitable grading throughout;

(iv) clarity and usefulness of illustration, charts and diagrams;

(v) aid to good teaching such as suggestions concerning questions for the discussion, exercises and activities.

6. Authors/publishers are invited to submit three copies of each of their entries to the Secretary, Indian National Commission for Cooperation with Unesco. Ministry of Education, 'E' Block (Civil), Dalhousie Road, New Delhi-11 by the 10th of December. Along with the entries a note containing the title, descriptive date, name of and brief statement about the author(s), table of contents and a statement of the necessary copyright clearance required in para 4 should also be sent.

TECHNICAL EDUCATION IN EASTERN REGION

Of all the resources for development, the most fundamental is trained manpower. No plan, even all other resources, can be successfully implemented without an army of trained technical hands. In fact development of technical manpower must start much ahead of any plan, for it takes more than five years to train up an engineer or a technologist.

The Eastern Region, which contains the States of Assam. Bihar, Orissa and West Bengal, forms an important industrial belt of the country which is rich in natural resources. Utilisation of these resources to provide a reasonably good life to the people needs trained personal in thousands. But to ensure the required out-turn of technical personnel and build up a sound foundation of technical education may take a nation a whole generation.

Although it is a vast problem, the progress achieved in expanding the facilities for technical education despite innumerable difficulties, is remarkable. While we had only six engineering and technical institutions in the Eastern

Region when we won independence, to-day there are 26 institutions of degree standard and 51 of diploma standard.

Picture of Yesterday

The first engineering college in the Eastern Region was establised at shibpur (Howrah) in 1856 and Burdwan had the first polytechn ic as early as 1893. But the progeess of technical education in India was very slow till 1900. Even in 1939 when the Second World War broke out there were only 11 engineering colleges in the country. It is only during the war years that the necessity for expanding technical education was keenly felt.

But the real survey of the needs of the country for higher technical education began with the establishment of the Council for Technical Education in 1945. This Council set up four Regional Committees, one in each region of the country, to survey the needs on a regional basis, to formulate and implement development programmes in a co-ordinated manner. The Eastern Regional Committee is one of these Committees and covers the States of Assam, Bihar, Orissa ond West Bengal.

A Committee, set up under the chairmanship of the late Sri N.R. Sarkar, recommended the establishment of four higher technological institutions in the four regions to provide facilities for advanced technical education. In accordance with these recommendations, the Eastern Higher Technological Institute now known as the Indian Institute of Technology, was established at Kharagpur in 1951. It is now one of the best and largest technological institutions in the country.

In the Second Plan, Regional Engineering Colleges were set up in most of the States. In the Eastern Region there are now three Regional Colleges— one at Durgapur (West Bengal), one at Jamshedpur (Bihar) and one at Rourkela (Orissa). Realising the importance of technical education 25 per cent of the total allocation on education in Third Plan has been earmarked for it and the Eastern Region's share is about Rs. 30 crores.

Opportunities to-day

To-day there are 26 institutions of degree standard in the Eastern Region. Sixteen of these offer basic degrees in civil, mechanical and electrical engineering. Post-graduate training is available in four institutions.

At the diploma level, there are 51 institutions in this region. Of these 39 provide courses in basic engineering subjects and five in mining engineering only. In addition, there are 29 Industrial Training Institutes—10 in West Bengal, 15 in Bihar, 6 in Orissa, and 6 in Assam and one each in Manipur and Tripura.

The School of Printing Technology at Jadavpur caters for all the four States of the Region. A Central College of Printing Technology will soon be started in Calcutta.

The total admission strength in the degree courses is 4,600 At the diploma level, the total sanctioned strength is about 8,900.

Scope for Women

In the whole of Eastern Region there is at present only one polytechnic for women in Calcutta. It conducts courses in electrical communication, engineering, architectural draughtsmanship, secretarial practice, pharmacy and library science for girls of the age group 16-17.

Four such polytechnics for women will shortly be established in this region at Gauhati (Assam), Bhubaneswar (Orissa), and Ranchi and Patna (Bihar).

Hostels and Scholarships

Hostel accommodation is offered to about 50 per cent students in all institutions of the region. There are some degree institutions which are wholly residential. The average education cost per students is about Rs. 125 and Rs. 100 in the case of diploma students.

Merit - cum - means scholarships, sponsored by the Government of India, offered to students of all engineering and technological institutions of the region. During the current academic year, about 300 senior and junior scholarships were offered to students of this region.

TEACHERS' TRAINING PROGRAMME

The Planning Commission has approved a programme of training 14200 additional elementary school teachers in seven states during the remaining period of the Third Plan.

Quotas have been fixed for these states. Assam will provide training facilities for 2,000 teachers, Gujrat 2,000, Madhya Pradesh 1,200, Mysore 1,800, Orissa, 1,200, Rajasthan 3,000 and West Bengal for 3,000 teachers.

Additional training facilities are to be provided by expanding the existing institutions.

The Union Education Ministry had originally proposed additional training facilities for 18,200 teachers.

According to the Planning Commission, the existing turnover of teachers is considered sufficient for the fourth Plan requirements of Madras, Kerala, Punjab, Maharastra, Andhra Pradesh and Bihar. U. P. has asked for additional training facilities for 6,000 teachers during the remaining Third Plan period.

In the sphere of secondary education, the Education Ministry has estimated that additional training facilities for more than 16,000 teachers would have to be provided in the first year of the Fourth Plan in ten States It has been decided to take up the programme during the remaining period of the Third Plan.

The education Minister Mr. M. C. Chagla, had drawn the attention of the Planning Commission to the slow progress of secondary education in Assam, Bihar, Gujrat, Madhya Pradesh, Maharastra, Mysore, Orissa, Rajasthan, U. P. and West Bengal and suggested that a special training programme be undertaken in these States.

The Education Ministry has estimated that implementation of the programme would require the services of more than 3,000 secondary teachers in the first year of the Fourth Plan itself. The existing facilities are for only 17,000 teachers.

SCHOOL TEACHERS' PAY REVISION IN FOURTH PLAN

The West Bengal Government is thinking in terms of revising the present pay scales of primary and secondary school teachers under the Fourth Plan.

Papers are being prepared in this connection during the final stages of the education plan allotment for the State Government.

The Government is hopeful that the total allotment for education under the Fourth Plan will be in the neghbourhood of Rs. 85 crores of which at least Rs. 4 crores will be spent for additional emoluments of secondary and particularly primary school teachers.

Despite all recent agitations by the All Bengal Teachers' Association, the Government is unable during the Third Plan period to agree to the Association's demand for an increase of salary of secondary school teachers. It is felt that any additional expenditure for the teachers from the State exchequer is considered a well-nigh impossibility.

According to a spokesman of the Education Deparment the State Government has already spent the whole amount of Rs. 36 crores, earmarked for education under the Third Plan. As additional amount of Rs. 8 to 12 crores, will be necessary to meet the committed expenditure.

REVIEWS

THE INDOMITABLE SARDAR *by K. L. Panjabi PP. 297. Bharatiya Vidya Bhavan, 1964 Rs. 2·50*

THE AUTHOR belonged to the Indian Civil Service. He came in contact with Sardar Patel as early as 1928 and was associated with him in various capacities until his retirement. He, thus, not only had a first hand contact with the great architect of India but he has taken pains to collect letters from Sardar's numerous friends and has tapped all possible sources of information to present an accurate record of his life.

In these pages is unfolded the life of one of the greatest sons of India who will continue to shine as the maker of modern India. The narrative opens with the early years of Sardar spent in his village in the humble surroundings of his unsophisticated neighbours, attending the rural primary school. The early influences in his life, particularly that of his mother, are clearly brought out. From the very beginning as a child he displayed pluck and firmness—the two qualities which have been responsible for his great work in later years. His work at the Ahmedadad Municipality was one of lasting significance. The book goes on to deal with his historic Bardoli Satyagrah which set in motion the great movement of civil disobedience. It is a thrilling chapter in the annals of Indian history. The author has sketched in a masterly manner the highlights of this satyagrah and its influence on the subsequent movement for political freedom.

The association of Sardar with Gandhiji contributed generally to the welding of the Indian National Congress into a dominant and powerful political force which in years to come was to challenge the might of the British Empire and to usher in the freedom of the country. The work of the Sardar throughout all these years of hardships, frustration and innumerable obstacles is described faithfully in the pages of this book.

It was rightly that the Sardar was called the power behind Gandhiji. We now see in this book how he influenced the Mahatama in his several epoch making decisions. The entire approach of Sardar was one of realism and practicality.

The account of the work of Sardar Patel after independence is one of the landmarks in our history. It was only his indomitable will and strong executive capacity which welded together the 568 princely states which coloured the map of India with yellow patches. The work of consolidation of the country might have had to wait many years if the Sardar had not acted swiftly.

The book goes on to describe the closing years of his life. It brings his contributions as a statesman and as an able organizer not only of his party but of the nation.

The Sardar, small in stature, simply dressed, is nevertheless one of the most powerful personalities of our age. Mr. K. L. Panjabi has done a great service in amassing various details of the life of Sardar presenting them in a condensed form within the pages of this book.

THE EDUCATION OF TEACHER *by G. K. Hodenfield and T. M. Stinnett PP. 177. M. Sundaram, 1964 Rs. 3·00*

This book should find a place in every training institution in our country. It should be read and pondered carefully by those who are entrusted with the task of framing the courses for teacher training. This is a most comprehensive survey of the entire field of education for teachers in USA. Although it deals with the problems somewhat peculiar to that country the bulk of it is a presentation of the common issues which face the education of teachers throughout the world. Today we are concerned with the future education of teachers in this country. The National Council for Educational Research and Training recently surveyed the entire field at a special seminar and arrived at certain tentative conclusions. While these have been couched in general terms the book under review presents the same in detail and focuses its attention upon the aspects of teacher training which require practical and realistic modifications.

The entire book is written in a very stimulating style. The very titles of chapters are striking such as "The War of the Academic Words"; "Flexibility without Laxity"; "Liberty without Licence"; "Who Prepares our Teachers and How ?".

The book is, strictly speaking, the story of three conferences on Teacher Education held at (1) Boling Green 1958; (2) Kansas 1959; and (3) San Diego 1960. All these conferences dealt with the major problems confronting American system of teacher training. They brought together leading educators and administrators. The book highlights the great debate which centers round the knowledge of the subject matter which teachers must have as opposed to the mastery of techniques and methods of teaching. There is a wide concensus of opinion that teacher cannot know what to teach unless he has a mastery on the subject matter. Mere knowledge of how to teach is not enough. Far too often the training colleges have emphasised methodology of teaching and have neglected to enable the teacher to gain efficient mastery over their subject. Most high school teacher fail to learn their subject matter well enough to teach it properly.

The next big problem which faces teacher education is the limitation of time. There is so much to do and their is so little time. The discussions included in the book point the way towards the better reorganization of training period so as to ensure the mastery of the essentials rather than an acquaintance with the variety of unrelated topics. There is a very able discussion of the place of general, special and professional education.

The participants in these conferences have stressed the lack of depth in study. The teacher training institutions have tended to overload their curricula with the result that there is superficial study of many items.

The main conclusions are very clearly brought out and they are presented in a very lucid manner. Some of them are that the prospective teacher should be educated and not merely trained. The quality of the degree courses should be improved and the master's degree should be conferred only upon a modest fraction of teachers of signal competence.

There is no doubt that this book is bound to help in the reorganization of the education of teachers in this country.

The Indian Year Book of Education *PP. 752. National Council of Educational Research & Training, 1964. Rs. 25·00.*

THIS is the Second Year Book of Education issued by the National Council of Educational Research and Training. The first one dealt with the review of Educational Problems in India during the post independence period.

The book under review is a great improvement especially in regard to the printing and layout. It includes a large number of tables dealing with basic statistics relating to elementary education. The contributors are persons who have wide kdowledge and experience about the topics on which they have contributed.

Within the compass of this year book are presented in a survey form most of the problems of expansion at the elementary stage. A brief but clear survey is made of the period from 1800 to 1961. The chapters which follow deal with the problems of stagnation and wastage, education for girls and of the backward classes and universality of enrolment. In each of these the underlying factors of progress or retardation have been clearly set out in the body of the chapters themselves. Useful tables are included to illustrate the text.

The book then goes on to deal with the problems of qualitative improvement. Here the function of the teacher is considered all important and preparation and training is surveyed from 1800 to 1961 bringing out the duration of training and the nature and scope of the courses offered.

The chapter dealing with the remuneration and service conditions of teachers is an excellent summary of the economic position of the primary teacher in this country. The contributors of this chapter have ably brought out the main issues which underlie schemes for the improvement of salaries and service conditions of primary teachers.

The retrospect of basic education is an equally able summary. It sets out the conditions which must be fulfilled in order to ensure a satisfactory future pragramme of action in the field of basic education. Other chapters deal with ancillary service, single teacher schools supervision of elementaty schools and improvement of physical conditions. Administration and finance is surveyed in Section Four and here the role of central, state

and local governments and voluntary agencies is carefully considered. A critical review is made of democratic decentralization in operation in the country at the present time and its role in the provision and expansion of primary education. The last chapter deals with a perspective plan for the development of elementary education in India This is the usual statistical analysis of the various factors in the expansion of primary education. It extends this analysis as far into the future as 1985.

Two case studies in regard to the expansion of primary education show the progress made in Baroda and in Kerala. The study reveals that under the enlightened rule of the princely orders in Kerala education received a great impetus and Kerala today occupies a pre-eminent position in the whole of the country in respect of the advance made by it in the provision of elementary schools. It will be the first state in India to reach complete literacy within the space of next ten years.

The book under review is a most comprehensive survey of all aspects of elementary education and it enables the reader to see the whole field of elementary education in its true perspective. This survey is extremely valuable for further study in respect of planning, educational provision, administration and organisation of elementary education.

It is very useful to education administrators and educationists. The staff of training institutions would also profit greatly by the study of this book.

The NCERT must be congratulated on this book for coordinating the critical thinking of a large number of people who have contributed chapters and material for this book.

It is to be hoped that NCERT follows up this book with another which might discuss in a critical and analytical manner the educational aspects of elementary education.

OUR CONTRIBUTORS

DECEMBER 1964

WILLIAM G. CARR

Dr. William G. Carr, Executive Secretary af the National Education Association of the U. S. A. has been Secretary General of the World Confederation of Organizations of the Teaching Profession since its founding in 1952. During those twelve years, WCOTP has grown from 19 national association in 16 countries to 136 associations in 80 countries.

Dr. Carr served as consultant to the U. S. Delegation of the United Nations in San Francisco in 1945, and as Deputy Secretary to the Unesco Conference held in London the same year. In 1953 he was a member of the American-Korean Mission to aid in rebuilding the educational system of Korea. In 1955-56 he visited 12 Caribbean, Central American and South East Asia nations to inspect educational services for the ICA. He has participated in international education conferences held in London, Paris, Glasgow, Berne, Mexico City, Ottawa, Malta, Cairo, Oxford, Copenhagen, Oslo, Istanbul, Manila, Frankfurt and San Juan. In May 1964 he presided at a meeting convened by Unesco to consider the status of teachers.

Dr. Carr has taught at Pacific University, Stanford University where he received his A. B., M. A. and Ph. D. of the Universities of Michigan and California and Columbia University. He has received honorary degree from Miami University, Boston University and Columbia University.

The author of numerous books and pamphlets, Dr. Carr rose to his present position in the National Education Association after serving as director of its research division, NEA associate secretary and secretary of its Educational Policies Commission.

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Is professor in the Government Post Graduate B. T. College, Chhatarpur (M. P.) Born in 1930; took this M. A. from Agra and M. Ed. from Allhabad University standing second. He was awarded the degree of Ph. D. in Education by the University of Sagar. Was a lecturer in training college and later principal of higher secondary schools in Madhya Pradesh Education Service.

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B. R. DESAI

Mr. Desai is the President of the Maharashtra State Federation of Headmasters' Association. He has been actively associated with more than a dozen educational organisations at the State National International level right from 1947. He has been at one time or the other a leading member of the well known teachers associations in Bombay.

At present he is also a member of the Committee on Teacher Education and Teacher Welfare in the Education Commission appointed by the Government of India.